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ABSTRACT

An industrial/technical tech prep pilot project that involved students from three secondary schools in Urbana-Champaign, Illinois, was implemented in Fall 1991. Highlights of the implementation phase included an informational/orientation meeting for parents, delivery of four courses, and field trips to local manufacturing firms for the tech prep class. Numerous presentations were made concerning the Parkland College-Champaign/Ford Vocational System Tech Prep project. In March, Parkland College hosted a Technology Conference, which was attended by more than 300 individuals. Additionally, the college served as a downlink site for two national teleconferences on tech prep and delivery of vocational education. The historically strong collaborative relationship between Parkland College and the Champaign/Ford Vocational System was enhanced through the communication and coordination involved in articulating courses, scheduling delivery of the curriculum, planning inservice programs, recruiting students, and finalizing logistical details. Integration projects involving secondary/postsecondary teams were initiated. (Appendixes include 10 daily lesson plans for marketing. The unit covers communication. Each lesson plan begins with a one-page overview of unit, lesson topic, objectives, teacher activity with time estimate and related student activity, evaluation, and needed tools, materials, and resources. Required notes and handouts are provided for each lesson.) (YLB)

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ED 362 748

FINAL REPORT

PARKLAND COLLEGE - CHAMPAIGN/FORD VOCATIONAL SYSTEM
TECH PREP

ILLINOIS STATE BOARD OF EDUCATION
DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION

FUNDING AGREEMENT NUMBER JMAA27

FUNDED 100% THROUGH THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990
IN THE AMOUNT OF $100,000 FOR FY92

"AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER"

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FINAL REPORT ABSTRACT

Official Project Title: Tech Prep

Department of Adult, Vocational, and Technical Education Funding Agreement Number: JMAA27A

Project Director: Charles G. Baldwin/Kay Smoot
George Johnston

Funded Agency: Parkland College (District 505)

Location of Funded Agency: 2400 West Bradley Avenue
Champaign, Illinois 61821-1899

Time Period Covered: July 1, 1991 - June 30, 1992

Goals of the Project and Its Relevancy to Vocational Education:
Goals of the Parkland College - Champaign/Ford Vocational System project are:

* To better prepare students for positions in the workplace.
* To expand students' curriculum options.
* To integrate academic and technical instruction.
* To increase enrollment in vocational programs by emphasizing opportunities for college study.

Development and implementation of Tech Prep programs was initiated, and continues, in response to employers' stated needs for workers whose competencies/qualities include: reading, writing, computation; listening, oral communication; goal-setting, motivation; self-direction, initiative; personal/career development; problem-solving, decision-making; keyboarding, computer literacy; systems of technology; group/teamwork skills; leadership skills; business economics, enterprise skills; work attitudes, dependability. By addressing these areas, the Tech Prep curricula will prepare participants for advanced education/training and, ultimately, for employment in complex technical positions. The Tech Prep initiative is expected to provide a viable curricular alternative for "general-education" students, thus decreasing the drop-out rate for the target group. It is anticipated that Tech Prep's emphasis on access to community-college and baccalaureate programs in technical fields will increase enrollments in career-oriented curricula at all cooperating levels. Finally, enhanced partnerships between academic/vocational instructors, secondary/postsecondary institutions, and education/business/industry/government will increase understanding, communication, cooperation, and collaboration. These outcomes are stated in the future tense, since significant change will be observable only over the long term; however, some movement in the direction of achieving these results has been made during the initial implementation year for the Parkland College - Champaign/Ford Vocational System project.

Major Accomplishments of the Project:

* An industrial/technical Tech Prep pilot project, involving students from three secondary schools in Champaign-Urbana, District 505's largest population center, was implemented in Fall 1991. Highlights of the implementation phase included: an informational/orientation meeting for parents; delivery of four courses; field trips to local manufacturing firms for the Tech Prep class.
* Numerous presentations were made concerning the Parkland College - Champaign/Ford Vocational System Tech Prep project.
* In March, Parkland College hosted a Technology Conference, which was attended by more than 300 individuals. Additionally, the College served as a downlink site for two national teleconferences on Tech Prep and delivery of vocational education.
* The historically strong collaborative relationship between Parkland College and the Champaign/Ford Vocational System has been enhanced through the communication and coordination involved in articulating courses, scheduling delivery of the curriculum, planning in-service programs, recruiting students, and finalizing logistical details.
* Equipment purchases were completed for FY92. Tech Prep funds were used to support two AutoCAD sites, as well as an expansion of a computer training lab.
* Integration projects, involving secondary/postsecondary teams, were initiated.

Products Delivered:
Project Committee Meeting Minutes (previously submitted)
FY92 Tech Prep Final Report (10 copies)
Example of the Outcome for an Integration Team Project (10 copies)
1992 Technology Conference brochure (previously submitted); videotape (1 copy)

Synopsis of Project Activities:

In accordance with project goals and objectives, activities were planned to address the following components of the Tech Prep initiative:

Objective 1: Implement the pilot project for industrial technologies with the Champaign-Urbana high schools.

Following numerous meetings to resolve logistical questions, Tech Prep instruction began on August 27, 1991.

All Tech Prep students completed the Career Assessment Inventory and met with Brad Hastings, Parkland's Director of Counseling (and Counseling Liaison for the Tech Prep project), early in the Fall 1991 semester to ensure that career goals were well-defined and realistic. Gerry Hough, Parkland's Director of the Career Planning and Placement Center, conducted a tour of the Center to introduce Tech Prep students to the career planning and job search resources that are available at the College.

Students' academic skills were assessed, at the beginning of the Fall 1991 semester, using the Gates McGinitie Vocabulary Test and the Parkland Mathematics for Electronics Assessment Test. Deficiencies in Mathematics skills were revealed by assessment results for several students; tutoring sessions were arranged. In the Spring, the Mathematics test was repeated. Of 10 students who completed the post-assessment, 8 demonstrated increased competency. Gains ranged from +1 to +13 points; the improvement for median point value was +4, while the change for the mean was +5.4.

In mid-September, an informational/orientation meeting was held at Parkland for the parents of Tech Prep participants. The parents saw the ISBE/DAVTE videotape on Tech Prep, toured the Tech Prep classrooms and laboratories, met project faculty/staff/administrators, and received a packet describing opportunities for training in technology-based fields at Parkland. Parents of six Tech Prep students attended.

Field trips were scheduled throughout the year, with the objective of exposing students to a variety of technology-based jobs and work environments. During the Fall 1991 semester, the Tech Prep students visited: Disk-Tec, a manufacturing firm in Champaign; Electronic Decisions, Inc. (EDI), a research and development enterprise in Urbana; Kraft, Inc., Champaign County's largest industrial employer. Project Director George Johnston turned these experiences into opportunities for students to develop their observational, critical-thinking, and writing skills, as he prepared assignments that required class members to react to, and compare, the workplaces that they had seen.

George Johnston, along with Parkland faculty members and the Department Chair for Humanities, explored options for implementing writing-across-the-curriculum and the applied communications curriculum.

In November, George Johnston met with seniors at Champaign Central High School and Urbana High School to discuss transition to college. In March, George Johnston and Project Co-Director Kay Smoot discussed Tech Prep with students at the Champaign Unit 4 Schools Career Night.

George Johnston prepared instructional materials and laboratories for the interim period, in January 1992, when the high schools were in session but Parkland's Spring 1992 semester classes had not begun, and subsequently provided instruction to the high-school students, between 12:30 p.m. and 3:00 p.m. each day.

Throughout the project year, George Johnston attended numerous meetings, involving internal and external resource persons, in an effort to develop strategies for effectively implementing various aspects of the Tech Prep initiative. Topics for these discussions, workshops, and professional development activities included: in-service planning; competency-based testing and performance evaluation; open-entry/open-exit components (specifically, for AutoCAD and Electronics courses); skill assessment and course placement; alternative project design models. Information was obtained on closely related issues (e.g., Perkins legislation; education reform; workforce diversity) that can be expected to impact Tech Prep programming in the future.

George Johnston met with Project Co-Director Chuck Baldwin on a weekly basis to provide updates regarding the status and progress of activities for the Tech Prep pilot project. Communication with the Champaign/Ford Vocational System was maintained through periodic meetings between George Johnston and Kay Smoot.

Objective 2: Identify additional secondary schools as potential sites for a Tech Prep curriculum in the industrial technologies.

Kay Smoot and/or Chuck Baldwin addressed meetings of the Champaign/Ford Vocational System Governing Board, throughout the year, providing updates and status reports regarding the Parkland College - Champaign/Ford Vocational System Tech Prep initiative. Kay Smoot also outlined current/future Tech Prep activities during numerous meetings of vocational education teachers. Some of the sessions involved instructors in specific occupational clusters (e.g., agriculture), while, at other times, presentations were made to personnel at a high school (e.g., Rantoul Township High School). In late November, George Johnston and Kay Smoot met with Champaign/Ford Vocational System Principals, and described the implementation of Tech Prep. Ten days later, Tech Prep was a key agenda item at a Long-Range Goal Planning Session for the Champaign/Ford Vocational System, conducted by Kay Smoot.

George Johnston participated, along with Kay Smoot, in two day-long 8th-Grade Career Conferences planned for FY92. The first event brought approximately 850 students and counselors from 15 elementary, junior-high, and parochial schools to Parkland's campus to attend a mini career fair and receive occupational awareness information. The second Career Conference was attended by 1,161 students.

In November, George Johnston met with seniors at Mahomet-Seymour High School.

George Johnston staffed a booth and provided information regarding Tech Prep during Career Connections. This job/career fair, an annual (March) event on Parkland's campus, attracted between 1,000 and 1,500 secondary-school students and adults; 11 District high schools were represented.

Objective 3: Develop Tech Prep curricula that address business, the health careers, and agriculture.

Meetings were conducted with the objective of developing and/or finalizing curricula for the occupational clusters of business, health careers, and agriculture.

In March, George Johnston addressed the Rantoul Township High School Agriculture Advisory Committee on the topic of Tech Prep.

During a meeting of the Champaign County Medical Careers Advisory Committee, in April, George Johnston provided an update concerning the status of Tech Prep programming for the health occupations cluster.

Chuck Baldwin presented information regarding Tech Prep at a meeting of the Parkland College Nursing Advisory Committee, in June.

Objective 4: Establish, maintain, and expand 4 + 2 + 2 agreements.

In September, George Johnston met with Carol Saunders, Executive Assistant in the Office of the Dean, School of Technology, Purdue University, to establish a time for Purdue to visit Parkland for recruiting purposes. The meeting also included preliminary discussions regarding articulation agreements. A follow-up meeting with James Seckler (Associate Dean of the College of Engineering, Purdue University) was conducted by George Johnston, in November.

George Johnston discussed details of the Parkland College - Champaign/Ford Vocational System Tech Prep project during an October meeting with Ron Sutcliff (Eastern Illinois University).

George Johnston attended a meeting of the Program Improvement Committee for Parkland College's Automotive Technology Program, in November. One objective of this session was to discuss development of secondary/postsecondary articulation plans.

In January, George Johnston met with Construction Technology faculty members to develop high-school articulation plans.

Objective 5: Foster and enhance communication systems and partnerships.

During the project year, more than 50 major meetings were conducted with the primary objective of fostering communication and enhancing partnerships. The focus of these meetings can be classified as follows:

- *Planning, coordination/implementation; day-to-day operations*
- *In-service; information exchange*
- *Discussions with instructors, counselors, and administrators at the secondary and postsecondary levels regarding alternative strategies for designing and delivering Tech Prep instruction*
- *Planning/organization for the March 1992 Technology Conference*
- *Advisory committee and task force meetings*
- *Status/progress reports regarding current/planned Tech Prep activities (e.g., Parkland College Career Program Advisory Council; Champaign/Ford Vocational System Governing Board; System Directors)*

The entire project team invested a significant amount of time and energy in planning for the 1992 Technology Conference, which was hosted by Parkland College on March 24. This event was a collaborative effort involving the member colleges of the Central Illinois Career Deans Consortium, Regional Delivery Systems, and Tech Prep Project Sites. The Conference highlighted the changes in technology that are impacting the workplace, and the adaptations that occupational education will be required to make, in order to prepare workers for technical positions.

More than 300 administrators, instructors, counselors, and students attended the Conference, representing secondary schools, community colleges, and universities. Also participating were State agency staff members and employers.

The morning general session featured a dynamic keynote address, accompanied by a high-technology audio/visual presentation, by Richard D. Jones (New York State Education Department), and a panel discussion involving representatives from major Central Illinois technology-based organizations. The panel members provided specific suggestions regarding strategies that instructors and administrators can utilize in preparing technical specialists to enter the workforce. Additionally, in response to several questions posed by Panel Moderator George Johnston, the employers directly addressed the Tech Prep students, who were in the audience.

Following a luncheon and presentation by Gayle Wright (Occupational Education Consultant and long-time Parkland College Division Chair for Mathematical/Physical Science), Conference attendees participated in afternoon breakout sessions. Topics included in-depth discussions/demonstrations for technical training specialties, as well as general-interest subjects, such as integration of academic/vocational instruction, hazardous waste materials control, and service delivery to special populations.

The Conference concluded with a reception, which provided the opportunity for informal conversations and networking.

Chuck Baldwin assumed the role of primary contact person for details regarding the 1992 Technology Conference; he also served as the Conference Moderator. Kay Smoot coordinated dissemination of Conference information and registration materials to secondary schools within the Champaign/Ford Vocational System; she also assisted in ensuring that other regional delivery systems were aware of the event. In addition to serving as moderator for the morning panel discussion and an afternoon breakout session, George Johnston provided leadership in the area of technical set-up for audio/visual support at the Conference.

Parkland served as a downlink site for two national teleconferences during the project year. In October, George Johnston coordinated delivery of the National Teleconference on Tech Prep, entitled "Tech Prep: Developing Cooperative Programs and Partnerships." Thirty-three individuals attended the session. The second teleconference, hosted by Parkland College, in May, addressed the topic, "The Role of Vocational Education in Restructured Schools." Attending the session were approximately 30 persons, representing District 505 secondary schools, the University of Illinois, and Parkland College.

Secondary/postsecondary partnerships were enhanced through two additional significant components of the Parkland College - Champaign/Ford Vocational System Tech Prep initiative: equipment purchases; integration team projects.

The integration activities, developed by the secondary/postsecondary teams during the Spring and Summer of 1992, are quite varied. A brief description of some projects follows:

- *Lesson plans for integrating a communications unit into an existing business course*
- *Team-taught two-credit unit, with English and business components, including a textbook, timetable for adoption, and in-service plans for faculty teams in English and business*
- *Analysis of commonality between mathematics, science, and vocational education*
- *Test instrument for communication skills, based on both writing and listening*
- *Instructional support materials for agriculture classes at the junior-high-school level*

Equipment allocations were utilized to establish two AutoCAD sites for the three participating Champaign-Urbana high schools. The AutoCAD instruction for Champaign Central students will be delivered at Champaign Centennial High School. Equipment dollars which were earmarked for Champaign Central High School were used to expand the computer training lab by supplementing the eight existing Macintosh units with four new ones.

The Tech Prep students participated in set-up and installation of the equipment, as well as completion of diagnostic testing.

Objective 6: Design and select a project team.

In the 1st Quarter of FY92, George Johnston was named the Tech Prep Project Director, with a 100%-time commitment. John Scarpetta, a vocational instructor at Champaign Centennial High School, became the High-School Liaison. Aillinn Dannave (Parkland College Vocational Education Project Specialist) was designated to provide administrative support, through monitoring the budget and preparing reports.

As George Johnston assumed responsibility for day-to-day operations, Chuck Baldwin and Kay Smoot were able to focus on providing overall leadership for the Tech Prep initiative (e.g., coordination of activities related to the March 1992 Technology Conference; informational presentations to external groups). Additionally, Chuck Baldwin conducted a weekly meeting with George Johnston to discuss the status and progress of various components of the project, as well as to develop plans for new activities. Kay Smoot remained active in her role as liaison with the secondary schools, supplying status information to high-school personnel on a regular basis. In October, she revised/updated the Tech Prep section of the Champaign/Ford Vocational System Brochure.

Meetings were conducted with the Tech Prep project committees. The majority of committee members continued their participation during Academic Year 1991-92.

John Lansing and David Tempel were identified as the instructors for the first two Tech Prep courses taught at Parkland College. During the Spring 1992 semester, John Leap and David Tancig provided Tech Prep instruction.

With the project team in place, emphasis for activities related to this Objective shifted to enhancing involvement and communication with key representatives from external organizations that are partners in Tech Prep. Efforts in this area are described under Objectives #1-5 above.

Evaluation and Impact:

Four courses were delivered to the initial Tech Prep class during FY92. There was some attrition during the year; the primary causes appeared to be: relocation of the family out of the Champaign-Urbana region; lack of a Tech Prep program option in the main area of interest (e.g., Automotive Technology). While there will always be attrition, due to uncontrollable circumstances, such as relocation, expansion of Tech Prep programming into new occupational specialties/clusters will minimize withdrawals due to curricular limitations. The majority of the FY92 Tech Prep class indicate that they will continue as participants during the second year of the sequence. This is especially encouraging, since this first group of students did not have the opportunity to base their enrollment decision on prior experiences, perceptions, and expectations. Further, the cooperating high schools have reported that new participants, who are able to benefit from the experiences of their peers, are registered for Fall 1992 Tech Prep courses.

Several of the students entered the Tech Prep program with moderate or severe academic deficiencies, especially in Mathematics. However, by the end of the second semester, when the initial assessment was repeated, most of the students had experienced significant gains in mathematical competency. In addition to the technical skills that they were acquiring, participants were learning to apply mathematical concepts. The improvement in post-assessment scores, compared to the pre-assessment results, indicates that applications-based delivery of academic subject material meets the needs and interests of the Tech Prep class members.

The implementation of the industrial technologies pilot project was, of necessity, a primary concern and focus for FY92. At the same time, progress was made toward achievement of all project goals and objectives. Movement in all areas could have been enhanced, during FY92, by a more comprehensive marketing effort, especially involving business/industry and the advisory committee structure. However, this issue is being addressed, through the FY93 project design, with the addition of the Business/Industry Liaison and the re-defined Secondary School Liaison. These members of the project team will be responsible for external communications and initiation of marketing efforts, while the Project Coordinator will concentrate on follow-through with internal planning and logistical details. Both of these functions are essential to the success of a Tech Prep project, especially in the early growth stages, but the two sets of responsibilities are inconsistent with one another's requirements (e.g., in terms of time spent on-campus vs. off-campus), when performed by the same individual. The FY93 project design provides the opportunity to incorporate strong implementation strategies and effective external marketing concurrently.

Resource Listing:

* *Material Resources:*

  Items purchased through the Tech Prep Grant can be categorized as follows:

  * *Textbooks and instructional supplies for use by students and instructors in Tech Prep classrooms*
  * *Office supplies*
  * *ASHE-ERIC Higher Education Reports*
  * *Blank videotapes to be prepared for dissemination of the 1992 Technology Conference keynote address and panel discussion*
  * *Instructional equipment for AutoCAD and computer training labs (see Objective 5, Synopsis of Project Activities)*

* *Human Resources:*

  Paid Participants

Name	*Title*	*Contribution*
George Johnston	*Parkland College Tech Prep Project Director*	*Planning, implementation of project activities; follow-through; coordination*
Aillinn Dannave	*Parkland College Vocational Education Project Specialist*	*Technical assistance; budgeting; reporting*
Terri Rouse/ Sue Beasley	*Parkland College Secretary*	*Clerical support.*
John Scarpetta	*Centennial High School Instructor, Vocational Education*	*High-School Liaison: progress reports to school districts; monitoring students in class; providing one-to-one assistance*

4 Tech Prep instructors (Parkland College)

24 Secondary/Postsecondary Integration Team Members

Technology Conference keynote and luncheon speakers

Substitute teachers for meeting/conference attendees

Unpaid Participants

Name	*Title*	*Contribution*
Chuck Baldwin	*Parkland College Acting Associate Vice President for Academic Administration*	*Project Co-Director: planning; coordination/implementation; technical assistance; promotion; project design/revision/evaluation*
Carolyn Cooper	*Parkland College Department Chair, Nursing*	*Curriculum development for Tech Prep programming in the health careers cluster*
Brad Hastings	*Parkland College Director of Counseling*	*Counseling Liaison for the Tech Prep students at Parkland; career assessment*
Gerry Hough	*Parkland College Director of the Career Planning and Placement Center*	*Career planning and job search resources and assistance*
Marge Keller	*Urbana High School Instructor, Health Careers*	*Curriculum development for Tech Prep programming in the health careers cluster*
Bob Laursen	*Parkland College Department Chair, Engineering Science and Technologies*	*Coordination/implementation; logistics resolution; planning; scheduling; curriculum design; oversight of instructional delivery and facilities use*
Susan Maurer	*Parkland College Department Chair, Health Professions*	*Curriculum development for Tech Prep programming in the health careers cluster*
Marty Sierra-Perry	*Champaign Unit 4 Schools Director of Secondary Curriculum*	*Coordination/implementation; liaison with the Champaign Unit 4 School District; logistics resolution; scheduling; planning; curriculum design*
Kay Smoot	*Champaign/Ford Vocational System Director*	*Project Co-Director: planning; coordination/implementation; technical assistance; promotion; project design/revision/evaluation*
Kyle Wittler	*Parkland College Department Chair, Business and Agri-Industries*	*Curriculum development for Tech Prep programming in the business cluster*
Marty Zvonar	*Parkland College Vocational Education Special Populations Coordinator*	*Arrangement of tutoring for at-risk students; coordination/ implementation support*

30 advisory committee members (lists previously submitted)

Problems/Concerns:

Participating students' initial assessment test results demonstrated serious deficiencies in mathematical and writing skills. Virtually all students required remediation in order to receive the full benefit of Tech Prep instruction. A year-end repetition of the Mathematics assessment indicated that most students had made significant gains in understanding and using mathematical concepts. Tutorial assistance, and the opportunity for students to begin preparing for participation in Tech Prep in the earlier grades, should alleviate this obstacle in future years.

Business/industrial and secondary-school members must be encouraged to become/remain actively involved in the project committees.

Design and implementation of Tech Prep activities require a large investment of time and effort on the part of project team members. Further, due to the number of external entities and constituencies that must be consulted and considered in decision-making, the process of planning and effecting Tech Prep initiatives involves numerous uncontrollable environmental factors. The interplay of these two characteristics contributes to the likelihood that delays may occur; timelines may not be met exactly as planned, and the project may not evolve exactly as it was envisioned. While this is not necessarily a "problem," it is essential that all individuals/entities involved recognize that flexibility, adaptability, and a willingness to compromise are essential to the success of Tech Prep.

Conclusions and Recommendations:

Communication is an essential element of the Tech Prep initiative. If Tech Prep is to succeed, numerous constituencies must be actively involved in planning and implementation: instructors, counselors, and administrators, representing secondary schools, the community college, and universities; parents; students; business/industry; advisory groups; governmental entities. Updates are vital; it is equally important to maintain the high level of enthusiasm that is typically generated through initial presentations.

Related to communication is marketing. Execution of a comprehensive marketing plan, with messages targeted to each constituency's needs and interests, must be undertaken. Promotional efforts should focus on business/industry representatives; if employers are convinced of the need for workers who have acquired the valuable combination of skills provided by the Tech Prep curriculum, they will demand program completers, and participation will automatically rise. Also, employers who believe that Tech Prep meets their needs are likely to become active members of project committees, as well as to volunteer other resources to support the initiative.

Tech Prep, by definition, is a complex program to design and coordinate. Some participating constituencies may have conflicting attitudes, expectations, priorities, and objectives with regard to development of Tech Prep programming. A project team must be carefully selected to include individuals who are effective problem-solvers, and who are adaptable, flexible, and cooperative.

Publicity:

In October, George Johnston was interviewed by staff from PCTV, the Parkland College television station, regarding the Tech Prep initiative. The program was aired several times during the Fall on Champaign-Urbana's cable television system.

George Johnston participated in Parkland College's Open House, staffing a table and playing the Tech Prep videotape. This event, part of the College's 25th Anniversary celebration, was held on a Sunday afternoon in mid-October.

Early in December, George Johnston met with Bryan Thalhammer, a University of Illinois student in Vocational Education, to discuss Tech Prep.

In March, George Johnston represented Parkland on "The Judy Duncan Show," a 15-minute interview series that features one of the College's programs/activities each week. George Johnston described the Tech Prep concept and summarized the implementation of the Tech Prep curriculum model by Parkland College and the Champaign/Ford Vocational System.

Conference Presentations:

In November, George Johnston presented an overview of the Parkland College - Champaign/Ford Vocational System Tech Prep project at a Tech Prep Conference sponsored by Western Illinois University, held at Moline.

George Johnston addressed the Illinois Association of Electricity and Electronics Educators (IAEEE), during a November meeting at Bloomington, as a co-presenter with Donna Llewellyn, Tech Prep Coordinator at Illinois Central College.

1204 West Charles
Champaign, IL 61821
May 22, 1992

Katherine Burns
Rights and Permission Manager
Reader's Digest
Pleasantville, NY 10570

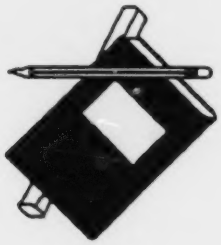
Dear Ms. Burns:

I would like to obtain permission to use two Word Power exercises and two articles from the March and April issue of Reader's Digest. I would like to make 35 copies of each for my Marketing classes at Central High School in Champaign, Illinois to be used during the unit on communication.

The March, 1992 issue of word power is on page 87 and the April, 1992 issue is on page 195. The aritcle "The Ultimate Key to Success" starts on page 21 and "How the Experts Cope with Stress" on page 144.

Sincerely,

Diane Ecker



MARKETING

DAILY LESSON PLAN

DAY: 1

UNIT: Communication **LESSON TOPIC:** Listening

OBJECTIVES: Identify listening techniques and improve listening skills

Teacher Activity	Time Estimate	Student Activity
Lecturing on management and listening	15 minutes	Take notes
Read listening	10 minutes	Answer questions for exercises
Play listening tape	10 minutes	Write down the sounds the hear on the tape
Give instructions for listening game	15 minutes	Work in pairs and play listening game

Evaluation: Observe listening exercises and game

Tools, Materials, Resources needed:

Notes on management and listening, listening tape, listening game

Mgt-process of reaching goals through the use of human resources, technology and material resources.

3 levels

1. TOP Mgt. - men/women with the greatest responsibility to plan, organize and control the use of the company's resources.
   ex CEO-Chief executive office/president

2.) MIDDLE mgt. - those who carry out top mgt's decisions.
   -link between top mgt and supervisory level mgt.
   -motivate those at the " "

3.) Supervisory-level mgt - directly assign work duties and supervise workers on the job.

   -title = supervisor
   supervisor is responsible for carrying out the plans of middle mgt.

<u>Mgt functions</u>

All 3 levels perform:

1. planning - deciding what will be done and how.

2. organizing - assigning responsibility, estab working relationships, directing employ work.

3. controlling - setting employee standards, evaluate performance, solve problems.

<u>Advantages of being a Mgr</u>

-earn more $ (top level mgrs earn over $100,000 a yr.
-considered prestisious position
-more influence on how the co. is run
-more power than other employees
-duties are varied
-greater control over their own time

Disadvantages of being a Mgr

-different relationship w/ other employees than employees among themselves
-targets for criticism-blamed by employees when things go wrong
-more pressure

Effective mgt skills-your 1st mgt position probably an assistant.

Suggestions to be and effective supervisor:

-give clear directions
-train new employees well
-be consistent
-treat employees fairly
-be firm when necessary
-set a good example
-delegate responsibilty

Remember this: THE THINGS THAT GET REWARDED GET DONE-

1. Reward real solutions-not quick fixes.
2. Reward smart work not busy work.
3. Reward simplification, not complication.
4. Reward quality work, not just fast work.
5. Reward creativity.
6. Reward loyalty.

LISTENING

An average student spends 63% of the day listening

Pay attention to what is said and review it immediately to retard forgetting

Listen to instructions

1. Ask questions if you do not understand something
2. Take notes
3. Don't let your attention wander

Listen accurately to speeches - for certain aspects

1. What is the speaker's topic?
2. What are the main points?
3. What facts are offered as proof?
4. What does the speaker want me to feel, believe or do?
5. Listen for transitional words and the summary
6. Pay attention to nonverbal clues and props

Distinguish main ideas from details

1. If you try to recall all the facts you may miss the main idea

Exercise - Read to Class for the Main Idea

> "Cigarette smoking produces many harmful effects and shortens life. For almost four years the American Cancer society studied approximately 200,000 men between the ages of fifty and sixty-nine. In that 7,316 of the regular cigarette smokers died. During the same time 4,651 nonsmokers of the same age dies. The difference of 2,665 can be regarded as the number of excess deaths associated with smoking. Most of the excess deaths resulted from coronary-artery disease. Some were caused by lung cancer and others by diseases of the arteries, bladder, and liver. The death rate from all causes was higher among smokers than nonsmokers"

Distinguish facts from opinions

1. Fact can be proved an opinion cannot

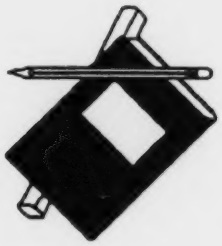
Exercise - Read and ask students if they are Facts or Opinions

a. Water boils at 100 Celsius.
b. Everyone should study a foriegn language.
c. To find the area of a rectangel, multiple the length by the width.
d. The opening of the Panama Canal was the most important event in history.
e. My political party has the better candidate.

Exercise - Read and have students list facts and opinions separately

"The 1920's were the years of the "Harlem Renaissance," when black writers, poets, and performers captured the mood and imaginatio of the entire natios. The best poet of this age was Langston Hughes, who wrote of the joys, sorrows, and hopes of black Americans. The most famous performer was Bessie Smith, the blues singer, who recorded hundreds of memorable songs."

*John E. Warriner. English Grammar and Composition. Chicago: Harcourt Brace Jovanovich.



MARKETING

DAILY LESSON PLAN

DAY: 2

UNIT: Communication **LESSON TOPIC:** Communicators

OBJECTIVES: Apply communication steps to Paul Harvey tape.

Teacher Activity	Time Estimate	Student Activity
Lecture on communicators	7 minutes	Take notes
Discussion	5 minutes	Discuss favorite communicators
Play Paul Harvey	35 minutes	View tape and fill out handout

Evaluation: Collect handout assignment and access for comprehension.

Tools, Materials, Resources needed:

Notes on communicators, handout, VCR, Paul Harvey tape

COMMUNICATORS

Well-known communicators - R. Reagan, J. Jackson, B. Walters, T. Koppel

Communication - process of exchanging information, ideas & feelings.

<u>Made up - Following elements</u>

1. Senders & receivers-
   every message must be sent, received & understood.

2. Messages-
   Substance of any communication.

3. Channels-
   Avenues by which the message is delivered. Ex: face to face, the channels are sound & sight
   Telephone- channel is sound

4. Feedback-
   Receives response to the message.
   Ex: When your boss explains an assignment, you ask questions - this is feedback.

5. Blocks-
   Interfere with understanding & message.
   3 primary Blocks: distractions
   emotional blocks
   planning a response

6. Setting-
   Where the communication takes place.

<u>Reading</u> - A process of trying to understand a message.
* reading with understanding is a necessity.

PAUL HARVEY HANDOUT

NAME _____

Story #1

Message:

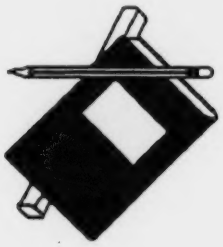
Story #2

Message:

Story #3

Message:

List three blocks that occurred during the class period:



MARKETING

DAILY LESSON PLAN

DAY: 3

UNIT: Communications **LESSON TOPIC:** Reading

OBJECTIVES: Summarize short stories using reading techniques.

Teacher Activity	Time Estimate	Student Activity
Lecture on reading	5 minutes	Take notes.
Handout story	20 minutes	Read 1 short story.
Collect story		Write a short summary without story-apply lecture techniques.
Same process	20 minutes	
Lead discussion	5 minutes	Discuss results.

Evaluation: Collect short summaries.

Tools, Materials, Resources needed:

Notes on reading, 2 story handouts.

READING

A process of trying to understand a message.

* reading with understanding is a necessity.

Required to succeed on the job is Reading & understanding written messages.

<u>3 skills will help you do both</u>:

1. Focus your mind. <u>Concentrate.</u>

2. Form pictures. Form pictures of people, places, things & situations described.

3. Improve your vocabulary. When you read, don't skip over words you don't know the meaning of - use dictionary.

THE ULTIMATE KEY TO SUCCESS

It can be more important than talent, brains or luck—a simple trait that anyone can master

By Suzanne Chazin

Every day, a fatherless boy gazed at the fence separating his family's ramshackle cabin from the Glen Lakes Country Club golf course on the outskirts of Dallas. What chance did a poor Chicano with a seventh-grade education have of being welcomed into that world?

Yet the boy was determined. First, he gained entrance to the grounds as a gardener. Then he began caddying and playing a few holes at dusk. He honed his putting skills by hitting balls with a soda bottle wrapped in adhesive tape.

Today no fence keeps Lee Trevino, two-time U.S. Open winner, from being welcomed into any country club in the nation.

Sure, Trevino had talent. But talent isn't what kept him from quitting after he placed an embarrassing 54th in his first U.S. Open. His secret was perseverance.

Persistent people know they can succeed where smarter and more talented people fail. You can succeed, too, if you follow their strategies. As author Christopher Morley once said, "Big shots are only little shots that keep shooting."

Achievers may lose their jobs, get rejected, watch their companies fail or see their ideas founder. But they take advantage of adversity, carving opportunities from change.

In her 30-year career, one broadcaster has been fired 18 times. But every time, she set her sights on

something bigger and better. When no mainland radio station would hire her because they thought women couldn't attract an audience, she moved to Puerto Rico and polished her Spanish. When a wire service refused to send her to an uprising in the Dominican Republic, she scraped together money to fly there and sell her own stories.

In 1981 she was fired by a New York radio station for not having kept up with the times and was out of work for more than a year. One day she pitched her idea for a new talk show to a man who worked for NBC radio.

"I'm sure the network would be interested," he said—and then left NBC. She met another man at NBC radio and presented her idea for the show. He also praised her ideas, and then disappeared. So she persuaded a third man to hire her—but he wanted her to host a show on a political radio station.

"I don't know enough about national politics to make this work," she told her husband. Yet in the summer of 1982 she went on the air. Drawing on her familiarity with a microphone and her easy, confessional style, she talked about what the Fourth of July meant to her and invited callers to do the same.

Listeners connected immediately, and she became known as the "Dear Abby" of the airwaves. Today, Sally Jessy Raphaël is the two-time Emmy-award-winning host of her own television show, reaching eight million viewers daily throughout the United States, Canada and the United Kingdom.

"I could have let those 18 firings prevent me from doing what I wanted," she says. "Instead, I let them spur me on."

SUCCESSFUL PEOPLE radiate a positive attitude that inspires others to help them realize their dreams.

He was the son of a seamstress and an impoverished trunk maker. He worked his way through high school in a New York neighborhood of tenements and sweatshops. He loved theater and longed to see a Broadway show. But he couldn't afford a ticket.

Through sheer energy and will, he rose to become a television stage manager. But he wanted to produce plays for people like himself, who could never afford to see one on Broadway.

He started a drama group in a church basement and later rented an outdoor amphitheater on New York's Lower East Side. One of his company's early plays, a boisterous production of Shakespeare's *The Taming of the Shrew,* attracted enthusiastic crowds—but not one drama critic. Without publicity, how could he attract donations?

So one day, he showed up at the New York *Times,* demanding to see drama critic Brooks Atkinson. Atkinson was in London, his assistant, Arthur Gelb, told the young man.

"Then I'll wait here until Mr. Atkinson returns," he said firmly.

Gelb decided to hear him out. The

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trunk maker's son passionately spoke of his fine cast of actors, and the applause of his audience, mostly immigrants who had never seen live theater. Yet if the *Times* didn't review his production, he'd have to pack up by week's end.

Moved by the man's determination and spirit, Gelb agreed to review the production that night.

The evening sky darkened with clouds as Gelb showed up at the outdoor theater. At intermission, rain drenched the stage. The young man grabbed Gelb as he ran for cover: "I know critics don't normally review half a show, but I beg you to make an exception."

That night, Gelb wrote a small, favorable review of the first half of the play and explained the production company's need for financing. A day later, Herman Levin, producer of *My Fair Lady,* sent a messenger to the production company with a check for $750—enough in 1956 to keep the show afloat until summer's end. When Brooks Atkinson returned, he saw the play and raved about it in his Sunday column.

Soon Joe Papp was giving free Shakespeare productions to all of New York. He became, until his death last year, perhaps the greatest modern influence in American theater, producing such shows as *A Chorus Line, Hair* and *The Threepenny Opera.* He once said the cornerstone of his persistence was a conviction that the theater is important to other people's lives. "If you don't believe this, you might as well give up."

SUCCESSFUL PEOPLE know that being persistent involves making choices. And choice involves risk, as this 58-year-old Indiana farm-products salesman discovered.

For years, he had experimented with different strains of popcorn to produce a lighter, fluffier variety with few unpopped kernels. When he finally grew his ideal strain, no seed buyers wanted it because it cost more to produce.

"If I could just get the public to *try* the popcorn, I know they'd buy it," he told his partner.

"If you feel that strongly about it, why don't you sell it yourself?" his partner replied.

If "Red Bow" failed, he might lose lots of money. At his age, did he really want to take such a risk?

He hired a marketing firm to develop a name and image for his popcorn. Soon Orville Redenbacher was selling his Gourmet Popping Corn across the nation. Today, it's the best-selling popcorn in the world—all because Redenbacher was willing to risk what he already had to get what he wanted.

"I think most of my drive comes from people telling me I can't do something," says Redenbacher, now 84. "That just makes me want to prove them wrong."

AT TIMES, even the most persistent person feels overwhelmed, and needs the support of others who

really believe. Consider this presser in an industrial laundry.

He lived in a trailer and earned $60 a week. His wife worked nights, but even with both jobs they barely made ends meet. When their baby developed an ear infection, they had to give up their telephone to pay for antibiotics.

The laundry worker wanted to be a writer. Nights and weekends the clack-clack of his typewriter filled the trailer. He spent all his spare money on sending his manuscripts to publishers and agents.

Everyone rejected them. The form letters were short and impersonal. He couldn't even be certain his work was being read.

One day, the laundry worker read a novel that reminded him of his own work. He sent his manuscript to Doubleday, the book's publisher. The manuscript was given to Bill Thompson.

A few weeks later, a warm, personal reply came in the mail. The manuscript had too many flaws. But Thompson did believe the laundry worker had promise as a writer and encouraged him to try again.

Over the next 18 months, the laundry worker sent the editor two more manuscripts. The editor rejected both. The laundry worker began work on a fourth novel. But with bills mounting, he began to lose hope.

One night, he threw his manuscript into the garbage. The next day, his wife fished it out. "You shouldn't be quitting," she told him. "Not when you're so close."

The laundry worker stared at the pages. Perhaps he no longer believed in himself, but his wife did. And so did a New York editor he'd never met. So, every day, he wrote another 1500 words.

When he finished, he sent the novel to Bill Thompson—but he was sure it wouldn't sell.

He was wrong. Thompson's publishing house handed over a $2500 advance, and Stephen King's horror classic, *Carrie*, was born. It went on to sell five million copies and was made into one of the top-grossing films of 1976.

SUCCESSFUL PEOPLE understand that no one makes it to the top in a single bound. What truly sets them apart is their willingness to keep putting one step in front of the other—no matter how rough the terrain.

Just ask the kid from the South Bronx who batted over .500 in his senior year in high school, and yet was passed over by all 26 Major League teams. Undaunted, he tried out for a position on a high-school all-star baseball team and did so well that a tryout with the Pittsburgh Pirates was arranged.

Today, that kid is still batting baseballs in New York. Only now Bobby Bonilla has a five-year contract with the Mets worth $29 million, making him the highest-paid player on the field.

Reprints of this article are available. See page 225.

You don't have to be a prisoner of life's pressures

How the Experts Cope With Stress

Condensed from MEN'S HEALTH
MICHAEL CASTLEMAN

Life is full of calamitous events: toilets back up just as in-laws arrive; traffic snarls when you're late for an important appointment; the neighbors' dogs engage in all-night bark-a-thons. But stress need not get you down. An army of experts stands ready to help.

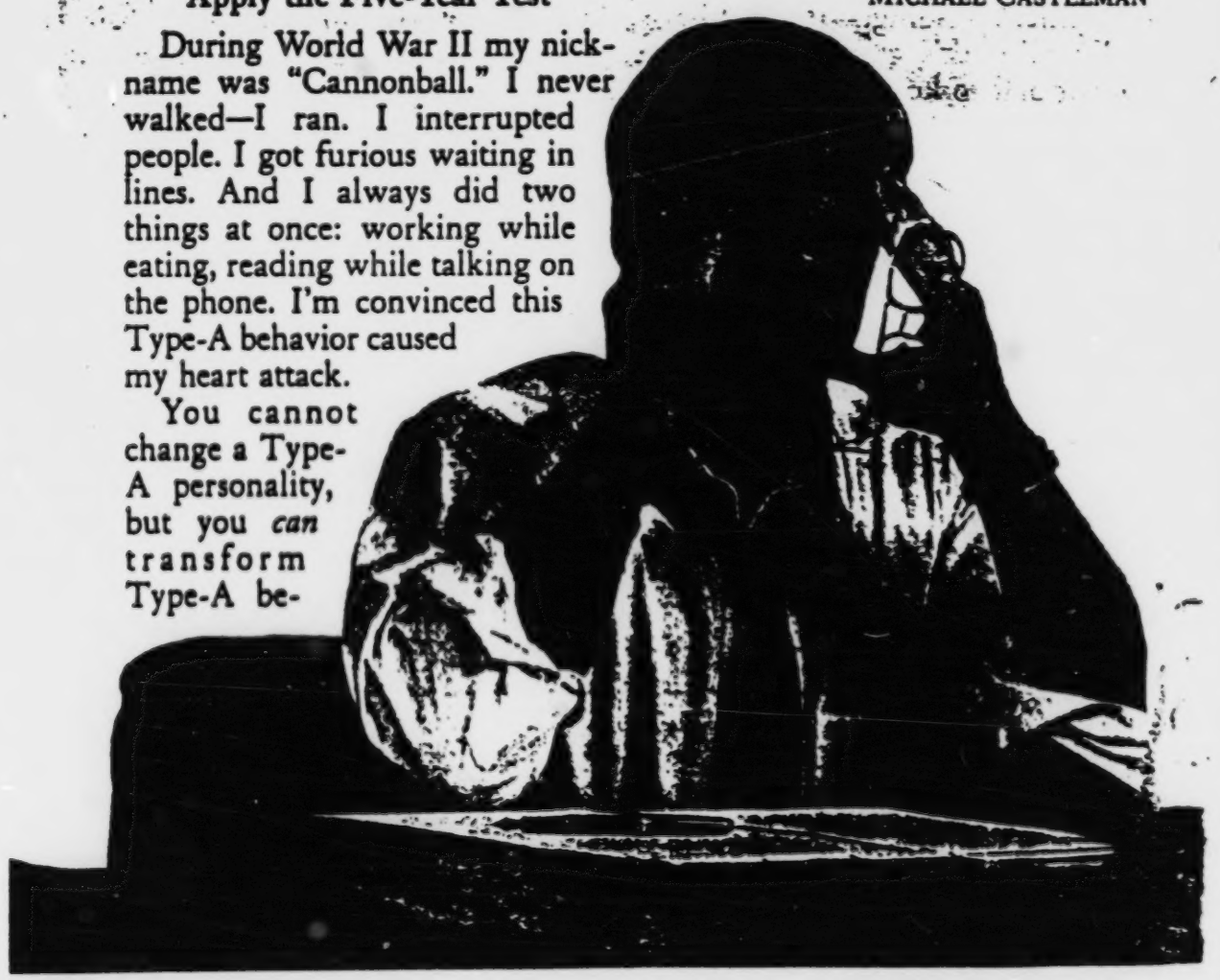
Curiously, few stress-management gurus take their own advice. "I don't do anything I counsel my patients to do," one told me. "No deep breathing. No meditation. They work great for some people, but not for me."

Every expert, however, has developed a highly individual coping strategy. And one of the following personal methods just might work for you.

Apply the Five-Year Test

During World War II my nickname was "Cannonball." I never walked—I ran. I interrupted people. I got furious waiting in lines. And I always did two things at once: working while eating, reading while talking on the phone. I'm convinced this Type-A behavior caused my heart attack.

You cannot change a Type-A personality, but you *can* transform Type-A be-



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havior. Now I take the five-year test. When a commitment looms—a concert, a dinner out, a conference—I ask myself, "Will I care about this five years from now?" If so, I accept. If not, I decline.

The five-year test puts things into perspective. You'd be amazed how trivial most engagements are. Once I started refusing invitations, I had more time for the things I considered *really* important: my family, my friends and my work.

—Dr. Meyer Friedman, director of the Meyer Friedman Institute at Mt. Zion Medical Center in San Francisco

Lend a Hand

Every Friday for 90 minutes at lunch I become the Beverage Lady at a local soup kitchen. I serve coffee, tea and juice to people whose problems are much bigger than mine—poverty, homelessness, paralyzing disabilities. Having direct contact with folks with *real* problems is a big stress-reliever.

Volunteering also feels wonderful. Many people come to the soup kitchen for a while, then get back on their feet. Seeing them overcome such huge obstacles in their lives, I return to my own life feeling refreshed and uplifted. I've been the Beverage Lady for 2½ years now, and I don't think I'll ever stop.

—Amy L. Flowers, psychologist at Focal Pointe Women in Macon, Ga.

Count Your Blessings

The last few years have been hell. A tragic death struck my family. We completely remodeled our house. And I've had book deadlines, job hassles and other work-related headaches.

If I tell myself life is a series of endless problems, I get depressed and increase my risk of stress-related illness. But if I remember that my wife and I are healthy, that we have a good marriage and a wonderful son, and that—yes—we have the same kinds of problems everyone has, I'm better able to cope.

Staring into our aquarium, with its angelfish and fantail guppies, puts me in touch with another realm. And whenever I get especially upset, I spin the globe in my office. San Jose, where I live, is just a tiny dot. California is a sliver. There's a huge world out there, and even my worst problems are just a microscopic part of it.

—Dr. David Sobel, physician with Kaiser Permanente Medical Care Program and co-author of *The Healing Brain* and *Healthy Pleasures*

Take Control

Events themselves aren't stressful—it's how we *perceive* them that makes us feel tense. For some a roller-coaster ride is distressing; for others, it's a pleasurable thrill.

In general, stress comes from feeling out of control. I used to get upset when traffic tie-ups made me late. So, I got a car phone. The phone doesn't keep me out of jams, but it allows me to call ahead and adjust my schedule.

The real key to relieving stress is

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PHOTO: © JEFFREY MYERS/STOCK BOSTON

gaining control over irritants you have the power to change and *accepting* those you don't. There's a lot of truth to the Serenity Prayer recited at Alcoholics Anonymous meetings: "God grant me the courage to change what I can, the strength to accept what I can't, and the wisdom to know the difference."

—Dr. Paul J. Rosch, president of the American Institute of Stress in Yonkers, N.Y., and clinical professor of medicine and psychiatry at New York Medical College

Try Teamwork

My family is my first line of defense against stress. No one can hold down a job, do all the housework and be a superwife and mother. At our house chores are family events. We shop, cook and clean together, and we try to see chores as occasions to spend time as a family. Teamwork takes the pressure off.

Friends are my second line of stress defense. We all have jobs, and none of us has time to do all the shopping. During the holidays, for example, we all went to the mall together, split up, and then each shopped one area for things on everyone's list. Afterward we met for coffee and distributed what we'd found.

This strategy, like team housework, is creative, and it makes the world seem more manageable.

—Carol Landau, clinical associate professor of psychiatry at Brown University in Providence, R.I.

Wash It Away

A long hot bath is a luxurious way to relax. In addition to the soothing effect of the steamy water, bathing gives me time to catch up with all the little things I do for myself. In the bathtub, I'm not available to meet anyone else's needs.

Sometimes, I read cookbooks or magazines. Other times, I shop through catalogues. I might bring in the TV and watch sitcoms or videos. The other night I treated myself to a bubble bath and watched *The Godfather.*

—Harriet Braiker, Los Angeles psychologist and author of *The Type E Woman: How to Overcome the Stress of Being Everything to Everybody*

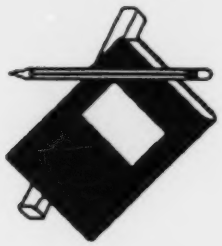
Don't Sweat the Small Stuff

When I'm late for an appointment, or I'm having trouble getting the kids dressed for school and out the door, life's just a hassle. But if I "awfulize" the situation by turning it into a personal catastrophe, I tense with stress. So, I rate the problem on a scale of one to ten, with ten being the worst—death of a loved one or loss of a job.

Getting the kids dressed rates about a one. Spilling coffee on my tie is a two. If I rate my reaction to either situation, say, a seven, I know I'm overreacting.

—Allen Elkin, director of the Stress Management and Counseling Center in New York City

Reprints of this article are available. See page 225.



MARKETING

DAILY LESSON PLAN

DAY: 4

UNIT: Communication **LESSON TOPIC:** Vocabulary

OBJECTIVES: Identify vocabulary words and meanings

Teacher Activity	Time Estimate	Student Activity
Handout vocabulary words	10 minutes	Complete a pre-quiz on vocabulary
Go over answers	10 minutes	Check answers
Group class cooperative learning activity	20 minutes	Form pairs & work on vocabulary words
Handout quiz	10 minutes	Take written quiz

Evaluation: Grade written quiz

Tools, Materials, Resources needed:

Handout on vocabulary words, quiz

IT PAYS TO ENRICH YOUR WORD POWER®

By Peter Funk

Proposed changes in federal regulations will alter the look of food labels. More information will be provided, including terms such as those used below. Take this test, then turn the page to see if your vocabulary needs enrichment.

1. organic *adj.*—A: natural. B: synthetic. C: careful. D: toxic.
2. nutrient *n.*—A: calorie. B: medicine. C: nourishing food. D: mixture.
3. tofu (toe foo) *n.*—A: oriental spice. B: flavoring. C: soybean product. D: cooking procedure.
4. cholesterol *n.*—A: poison. B: fat. C: muscle strength. D: nerves.
5. vitamin *n.*—A: essential substance. B: mineral. C: digestive aid. D: pep pill.
6. megadose *n.*—amount or portion that is A: dispensed intermittently. B: large. C: given once. D: generally prescribed.
7. carbohydrate *n.*—a compound A: produced by plants. B: made artificially. C: high in protein. D: without water.
8. beta-carotene *n.*—source of A: vitamin A. B: chlorophyll. C: calcium. D: sugar.
9. ascorbic acid *n.*—A: thiamine. B: bioflavonoid. C: vitamin B-6. D: vitamin C.
10. metabolism *n.*—A: bacterial growth. B: antibody production. C: homogenization. D: conversion of food into energy.
11. monosodium glutamate *n.*—A: smart drug. B: preservative. C: flavor intensifier. D: emulsifier.
12. RDA *n.*—acronym for A: Rich Dessert Assessment. B: Related Digestive Abnormality. C: Regional Desalination Allocation. D: Recommended Dietary Allowance.
13. plaque *n.*—A: swelling. B: weak spot. C: puncture. D: deposit of fat.
14. serotonin (ser uh toh nin) *n.*—A: cholesterol-reducing substance. B: chemical. C: artificial sweetener. D: herbal tea.
15. gustatory *adj.*—pertaining to A: taste. B: overeating. C: sourness. D: spicy food.
16. amino acids *n.*—A: food preservatives. B: pesticides. C: protein "building blocks." D: cleansing solutions.
17. fructose *n.*—A: coloring. B: fruit sugar. C: liquid diet. D: soybean milk.
18. gastronomic *adj.*—having to do with A: stomach acid. B: a medical procedure. C: eating well. D: inexpensive food.
19. polyunsaturated *adj.*—with fat content that is A: high. B: medium. C: nonexistent. D: low.
20. sodium chloride *n.*—A: table salt. B: bubbly drink. C: baking soda. D: antacid.

ILLUSTRATIONS: KEITH BENDIS

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IT PAYS TO ENRICH YOUR WORD POWER®

By Peter Funk

One of the keenest pleasures of civilized life is using a word *exactly*. How many of the following ones can you toss around with accuracy? Mark the answer you believe is correct. Then turn the page to find out how you did.

1. **jubilant** *adj.*—A: joyful. B: dejected. C: boisterous. D: charming.
2. **maim** *v.*—A: to cripple. B: remove. C: exterminate. D: fulfill.
3. **bolster** *v.*—A: to rest on. B: brag about. C: support. D: strike a balance.
4. **cul-de-sac** (KUL duh sak) *n.*—A: hideaway. B: nudity. C: empty bag. D: dead end.
5. **visage** (VIZ ij) *n.*—A: face. B: resemblance. C: nobility. D: view.
6. **collusion** *n.*—A: teamwork. B: conspiracy. C: obstruction. D: conflict of interest.
7. **deft** *adj.*—A: quirky. B: nimble. C: foolish. D: orderly.
8. **gaffe** *n.*—A: short musical engagement. B: chatter. C: blunder. D: joke.
9. **regalia** (rih GALE yah; rih GAY lee uh) *n.*—A: haughty manner. B: fancy clothes. C: humorous story. D: glamorous event.
10. **hype** *v.*—A: to complain. B: run amok. C: play pranks. D: promote flamboyantly.
11. **xenophobia** (zen uh FOH bee uh) *n.*—A: fervid patriotism. B: dread of lightning. C: hatred of religion. D: fear of strangers.
12. **ambivalence** *n.*—state of A: having mixed feelings. B: being flexible. C: experiencing inexplicable delay. D: using both hands well.
13. **conflate** *v.*—A: to empty. B: conform. C: merge. D: ridicule.
14. **conception** *n.*—A: example. B: means to an end. C: influence. D: idea.
15. **median** *n.*—A: news coverage. B: middle. C: adjustment. D: arbitration.
16. **extradite** *v.*—A: to hand over a fugitive. B: get out of difficulty. C: increase pressure. D: make a summary.
17. **iatrogenic** (eye AT ruh JEN ik) *adj.*—relating to A: genetic background. B: many generations. C: doctor-induced illness. D: environmental dangers.
18. **supine** (soo PINE) *adj.*—A: kneeling. B: relaxed. C: lying on one's back. D: of the highest quality.
19. **hector** *v.*—A: to waste time. B: harass. C: censor. D: cheat.
20. **paramount** *adj.*—A: most important. B: needing prompt action. C: very large. D: obscure.

ILLUSTRATIONS: KEITH BENDIS

VOCABULARY WORDS TEST

20 Points Name _____

Matching: Place the letter for the correct word listed below on the line of the correct definition.

_____ 1. joyful

_____ 2. harass

_____ 3. merge

_____ 4. table salt

_____ 5. protein building blocks

_____ 6. fruit sugar

_____ 7. promote

_____ 8. fear of strangers

_____ 9. chemical

_____ 10. having mixed feelings

_____ 11. conspiracy

_____ 12. very important

_____ 13. fat

_____ 14. deposit of fat

_____ 15. vitamin C

_____ 16. blunder

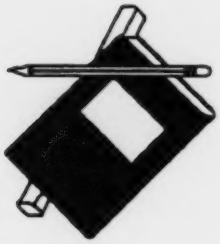
_____ 17. idea

_____ 18. deposit of fat

_____ 19. pertaining to taste

_____ 20. eating well

a. jubilant
b. vitamin
c. plaque
d. amino acids
e. fructose
f. gastronomic
g. nutrient
h. megadose
i. serotonin
j. gaffe
k. collusion
l. deft
m. conception
n. hype
o. gustatory
p. xenophabia
q. conflate
r. hector
s. cholesterol
t. carbondydrate
u. beta-carotene
v. ambivalence
w. paramount
x. polyunsaturated
y. sodium chloride
z. ascorbic acid



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DAILY LESSON PLAN

DAY: 5

UNIT: Communication **LESSON TOPIC:** Speaking

OBJECTIVES: Identify main purposes of speaking and develop a short speech.

Teacher Activity	Time Estimate	Student Activity
Lecture Speaking	5 minutes	Take notes
Distribute speech assignment	5 minutes	Draw one of three speaking purposes
Supervise	40 minutes	Research and develop a 2 to 3 minute speech

Evaluation: Supervision of speeches

Tools, Materials, Resources needed:

Notes on speaking, assignment slips to be drawn, library facilities

SPEECHES

Speaking - jobs in marketing require better than average speaking skills. You need to express yourself clearly.

Good speech should be carefully prepared

Choose a topic

1. Choose a topic that is well know to you

   - When you talk about your experience, you have more ideas, speak fluently, and conven enthusiasm. Listeners will be attentive because they are aware that you know what you are talking about.

2. Choose a topic that is interesting to you and your audience

Know the purpose

1. Have a definite purpose and keep it in mind when preparing the speech

2. In most cases you will speak to Inform, persuade, entertain

   a. Inform - get right to the point often exchange information - give information - questions - answer

   b. Persuade - persuade others to see things your way.

   c. Entertain- speak to entertain others.

Gather materials

1. Explore your background

2. Observe - you may learn from talks, newspapers, TV

3. Read - use the library for references

4. Reflect - think about your speech to add and discard ideas - choose subject in advance so you have time to reflect

Prepare an outline

Make a strong instruction and conclusion

1. Catch the audience's attention at the beginning with an unusual fact, a question, an exaggeration, then develop the topic
   ex. - State champions! Is that too wild an idea for our basketball team this year.

2. Know when to stop and do not drift to a weak halt. Your conclusion should summarize your major points.

Prepare for delivering a speech

1. Know your subject thoroughly - talk about it with friends

2. Practice aloud in front of a mirror but do not memorize

3. Keep your purpose in mind - concentrate on what you want your listeners to believe

4. Relax - breathe deeply before you face the audience to reduce tension

Nonverbal communication

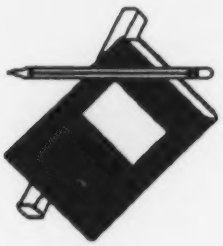
1. Look at your audience - helps hold attention and gives you feedback

2. Use gestures but keep them under control

3. Pause between parts of your speech to relieve tension and signal audience of a new topic

SPEECHES

INFORM	INFORM	INFORM
PERSUADE	PERSUADE	PERSUADE
ENTERTAIN	ENTERTAIN	ENTERTAIN
INFORM	INFORM	INFORM
PERSUADE	PERSUADE	PERSUADE
ENTERTAIN	ENTERTAIN	ENTERTAIN
INFORM	INFORM	INFORM
PERSUADE	PERSUADE	PERSUADE
ENTERTAIN	ENTERTAIN	ENTERTAIN



MARKETING

DAILY LESSON PLAN

DAY: 6 & 7

UNIT: Communication **LESSON TOPIC:** Speaking

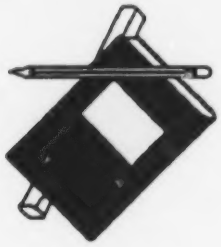
OBJECTIVES: Present speeches

Teacher Activity	Time Estimate	Student Activity
Video the students	50 minutes	Present speech

Evaluation: 50% of grade on speech and 50% on listing

Tools, Materials, Resources needed:

Camcorder



MARKETING

DAILY LESSON PLAN

DAY: 8

UNIT: Communication **LESSON TOPIC:** Writing

OBJECTIVES: Understand memo and business letter

Teacher Activity	Time Estimate	Student Activity
Lecture on memos & letters	15 Minutes	Take notes
Show examples lead discussion	5 Minutes	View and analyze formats discuss advantages & Disadvantages of each
Go over assignment	30 Minutes	Draft memo & leter

Evaluation: Discussion feedback

Tools, Materials, Resources needed:

Notes handouts on memo & letters

WRITING

-writing a message takes more time & thought than a conversation.

- there are times when you should write your message.

- most people forset most of the message in a conversation within the first 24 hrs.

- a written message is a permanent record.

<u>3 Basic considerations in writing</u>

1. Know your reader. Who will receive your message? Why will they read your message? What do they know about the subject?

2. Know your purpose. Your writing will be done to inform, request, confirm, persuade, inquire or complain. Or combination.

3. Know your subject.

<u>Develop a Writing Style</u>

- executives usually set the style & tone of writing for their company.

- read through company letters, memos, etc.

- trend of writing is toward a direct, conversational style.

- remember, you are writing to communicate a message.

- use crisp, clear style that is easy to read.

- don't use your business writing to impress others with your extensive vocab.

- use the name of the person who will receive your message personalizes it.

Most Business written communication:

letters
memos
reports

Business letters - use with people outside your own company

* Parts
1 - return address
2 - date
3 - inside address
4 - salutation
5 - body
6 - closing
7 - signature
8 - reference initials

Memo - use with people inside your own company

*Parts
1 - date
2 - addressee
3 - subject
4 - body
5 - writer
6 - reference initials

MERKEL-EVANS, Inc.

1321 Commerce Street • Dallas, TX 75202-1648 • Tel. (214) 871-4400

Date: November 10, 19-- Line 16

Quadruple-space (QS): strike return key 4 times

Letter address:
Mrs. Evelyn M. McNeil
4582 Campus Drive
Fort Worth, TX 76119-1835

Double-space (DS): strike return key twice

Salutation: Dear Mrs. McNeil DS

Body: The new holiday season is just around the corner, and we invite you to beat the rush and visit our exciting Gallery of Gifts. Gift-giving can be a snap this year because of our vast array of gifts "for kids from one to ninety-two." DS

What's more, many of our gifts are prewrapped for presentation. All can be packaged and shipped right here at the store. DS

A catalog of our hottest gift items and a schedule of holiday hours for special charge-card customers are enclosed. Please stop in and let us help you select that special gift, or call us if you wish to shop by phone. DS

We wish you happy holidays and hope to see you soon.

Complimentary close: Cordially yours QS

Carol J. Suess

Writer's name and title: Ms. Carol J. Suess, Manager DS

Reference initials: rj DS

Enclosure notation: Enclosures

Shown in pica (10-pitch) type with 1½-inch side margins

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RŌLŌTRON CORPORATION

1351 East Allen Street, Springfield, IL 62703-7988

INTEROFFICE MEMORANDUM

Side margins: 1"

DS (if printed form is used)
Line 10 (if plain paper is used)

Date September 8, 19-- QS

Addressee Barbara M. Toland, Market Researcher DS

Subject DESKTOP PUBLISHING SOFTWARE DS

Body

Many vendors have recently introduced desktop publishing (DTP) software that enables operators to integrate text and graphics easier and with more options. DS

Since your staff uses DTP extensively to create documents for research, I want to schedule vendor demonstrations to see if the upgraded versions will better meet your needs. DS

In preparation, please have your staff make a list of the requirements they need from a DTP software package so the vendors can show how their packages meet these needs. QS

Gerri S. Yubath

Name of writer Gerri S. Yubath DS

Reference initials xx

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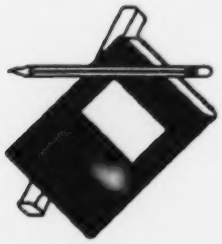


MARKETING

DAILY LESSON PLAN

DAY: 9

UNIT: Communcation **LESSON TOPIC:** Writing

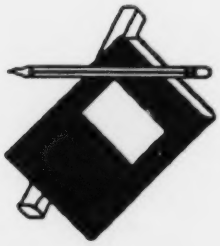
OBJECTIVES: Develop and type a business letter and memo.

Teacher Activity	Time Estimate	Student Activity
Supervise	50 mintues	Type letter and memo in computer lab

Evaluation: Collect letter and memo to be graded

Tools, Materials, Resources needed:

Computer lab



MARKETING

DAILY LESSON PLAN

DAY: 10

UNIT: Communication **LESSON TOPIC:** Listening

OBJECTIVES: Identify and explain listening steps

Teacher Activity	Time Estimate	Student Activity
Preview tape	5 minutes	Listen
Play VCR Listening tape	35 minutes	Take notes
Distribute test	10 minutes	Take test

Evaluation: Listening quiz

Tools, Materials, Resources needed:

"How to Be A Better Listener" tape, Listening Quiz

LISTENING QUIZ NAME _____

1. According to the LISTENING tape, what is the main reason people don't listen.

2. List the 6 steps of listening and explain each.

1.

2.

3.

4.

5.

6.

3. Name the two types of environmental distractions.

a. b.

give an example of each.

4. Hearing is listening. True or False

5. Define selective focus.

6. What is the best way to let someone know you are listening to them?

7. Write an example of a vocal prompt.

8. In the survey discussed on the listening tape, what was the MAIN REASON people divorced?

_____ ____ _____

9. Write an example of a barrier that prevents us from receiving a message. _____

10. Write a paragraph describing another aspect of the LISTENING tape you absorbed yesterday.